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ABSTRACT

This issue of the Family Resource Coalition Report focuses on Hispanic families. The articles and authors are the following: (1) Voices and Issues: A Celebration of Hispanic Diversity, M. Aranda; (2) Some Facts in Understanding Latino Families, J. Hernandez; (3) Invisibility in the Data, Invisibility in the Policy: The Latino Family and Public Policy, H. Pachon and L. DeSipio; (4) Civil Rights and Hispanic Families, N. Cantu; (5) Bilingualism: An Important Imperative, A. Noboa; (6) Latino Families and Health, J. Arrom; (7) The Right to an Adequate Education: Implications for Family Support Programs and Educational Reform, G. Rodriguez; (8) Family Resource Programs in the Hispanic Community: The Lessons Learned from Family Place, J. Citro; (9) The Survival of Family Support Programs: A Funder's Perspective, M. Petruska; (10) Learning about Parenting; Learning to Care, H. Heath, S. Scattergood, and S. Meyer; (11) Musings about Group leadership: The Quiet Member, T. Bowman; and (12) Moving Beyond the Dream: FRC Tackles a National Agenda, L. Lipton. Lists of Hispanic programs, resources, and organizations are included. (VM)

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FAMILY RESOURCE COALITION REPORT.
VOICES AND ISSUES: A CELEBRATION OF HISPANIC DIVERSITY.

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Family Resource Coalition
Report

A North American Network of Family Resource Programs

Volume 6, Number 2 — 1987

In this issue

LA FAMILIA HISPANA

Tatiana Vega, age 10

FOCUS: HISPANIC FAMILIES

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Voices and Issues: A Celebration of Hispanic Diversity

As my own children begin to unfold, to spin off and away from the warm huddle of our family to find their own center and frontiers, they will no doubt redefine what it means to be Latino, an Hispanic in the United States, in their time and place. They become the repository, as I have been, of an ancient history which will profoundly affect, propel, and energize them.

Who are we? Someone recently said Latinos is what we call ourselves *en familia;* Hispanics is what others call us. Our roots are singular, and finding a name for ourselves is an old process. Take Romans, Visigoths, Moors, Sephardic Jews, and scores of Western European tribes and let them percolate, intermarry, loving, hating, fighting, building for a few centuries on the Iberic Peninsula. Then in the fifteenth century, when that amalgamated civilization begins to coalesce around a common language, culture, and religion, send them to colonize the Americas. Through the rip and tear of colonization, they intermarry with even more ancient civilizations—the Incas, Tainos, Aztecs, Pueblos, Mayas, and all the other native American tribes mistakenly called Indians.

Take this incredible amalgamation of culture, language, religion, and race, and add to it the race, cultures, languages, and religions of the African tribes brought to the Americas and the Caribbean, and you begin to understand what it means to be a Latino. We are the inheritors of ancient and proud roots, now learning to live under one banner, bound by profound and visceral commonalities, yet fragmented by our various recent histories.

What does it mean to be a Latino in the United States? For one thing, we are not immigrants in the strict sense; that is, the bulk of us did not come to the United States; the United States came to us. Our roots in this country are as old as those of the Native Americans who were here to greet the rest. When the Mayflower landed at Plymouth Rock, Santa Fe, New Mexico was already a thriving capital with a well established economy and educational system. The majority of Hispanics in this country are native born, but we are often strangers in our own lands.

Are we a protected minority? Certainly a numerical minority and assuredly protected by federal statute. But most importantly, we are a minority because of the conditions created by the melting pot view of the world. This view does not value diversity but rather seeks to melt our variety into a uniform people. Hispanics for the most part repudiate this optic, recognizing there are certain core elements vital to our sense of self and of community which will ultimately be indigestible to the melting pot—our racial variety, our language, our culture.

As someone has said, we are bilingual, bicultural, and by ourselves. And hence the dilemma of Hispanics in the United States. How do we and our children control this ancient process in a way that does not cripple, does not impair, and does not make us less than we are? How do we retain our assets, how do we contribute to society at large in a synergy that makes us all more?

In an important way, this issue of the ***FRC Report*** is reason for hope. I am thrilled that we have brought together some of the best and the brightest of our thinkers, practitioners, and advocates who, despite our differences, are a new breed of Hispanics laboring to create our own history. They present a remarkable mix of ethnicity, gender, geography, and experience.

These are our voices, a small celebration of Hispanic diversity and the anthem of "unity without uniformity" that we wish to contribute to society. Some of these revelations may dishearten the reader, others may startle. Our hope is that they will also move and provoke change. We invite members of the Family Resource Coalition to join us in this dream to make the world safe for our own diversity, and to celebrate with us what it means to be Hispanic here and now.

— Mario J. Aranda, Guest Editor

For more on this special issue, see back page.

Some Facts in Understanding Latino Families

by José Hernández

Complex and enduring values are seldom researched, especially if they differ from conventional behavior. This partly explains the literature void on Latino families in American demography. In addition, study methods remain rudimentary, including the identification of Latinos in public data. A factual summary can thus provide only a primitive guide to more sufficient answers.

In 1985, some 4 million Latino families had an average of 3.9 members, totalling more than 15 million persons, according to official sources.[1] Sixty percent were of Mexican or Chicano origin, 15 percent were Puerto Rican, and a quarter included mainly Cubans, Colombians, Dominicans, and Ecuadorians, among the Central and South American nationalities.[2]

Tania Morales, age 9

An enormous variety of family experience has emerged from these origins and from the diversity of times and ways in which Latinos have entered the United States. Sixty percent of Latino families live in California, Texas, and other southwestern states acquired in the U.S. war with Mexico, some 140 years ago. Subsequent migration brought over a million Latinos to the greater Chicago area and the midwest.

Another million Latinos now live in Florida. One Latino family in five lives in the Boston-Washington, DC metropolitan corridor.[3] In 1985, Latino families were said to number 630,000 in the New York City area alone.[4] Nevertheless, about 15 percent of the nation's Latino families still live in small cities and towns, close to the agricultural and mining areas in which Latino labor has been traditional.[5]

Today, however, nearly half of Latino householders have an urban manual job in factories, transportation, and personal services.[1] Often insecure, monotonous, low-paid, and dead-end, the jobs allotted to Latinos in the urban labor market make providing for families a strenuous obligation.

Moving into a clerical job through post-secondary training offers the most promising alternative for the 45 percent of Latinos who graduate from high school. Limited educational and employment opportunities beyond that level explain why only 11 percent of Latino families are supported by a professional, managerial, or technical worker.[1]

During the past twenty years, American industry has either found cheaper labor in foreign nations or replaced many workers with machines, creating an enormous factory job decline. As a result, persons responsible for nearly one million Latino families were *not* working in 1985. The job demise means poverty for one in four Latino families and severe deprivation for some two million Latino children.[2]

In addition, the earnings of Latino workers lag behind advances by other groups. In 1981, for example, Latino families averaged 28 percent less income than other families; by 1984, the gap had widened to 31 percent.[2, 5]

For Latinos, age is added to race and ethnicity in discrimination. Younger by six years on average, Latinos earn less than other workers in comparable situations.[2, 7]

More than half of Latino householders have not graduated from high school. Along with the bleak employment situation, this means continued high fertility, as currently evident in the teenage parenting trend.

Latinos native to the United States far outnumber Latino immigrants. But the ongoing entry of teenagers and young adults strongly contributes to Latino population growth. And, it further strengthens the youthening trend, so different from the general aging of American society.

For such reasons, the U.S. Census Bureau projections show that at least 20 percent of American children in the next century will be of Latino origin.[6] This prediction is already visible in neighborhoods shared with older groups. The school enrollment is much more Latino than the adult population residents, a situation that complicates educational policy formation.

Latinos come from different nationalities and varied physical appearances which show the blending of American Indian, European, and African origins, over generations. In a society that so sharply divides its families between white and black, little acceptance remains for people perceived as neither, both, or other. Being identified in a residual way produces much confusion in growing up and stress in finding one's place in the American world.

Faced with this and many other problems, most Latinos turn to their families as a source of identity and strength. For example, Puerto Ricans just above the "poverty line" typically belong to households in which two or more earners join modest incomes to make a family solvent. When families must rely on a single worker, women succeed as well as men, often performing a second and unpaid job as householder and parent.

Networks of support explain why more families are eligible for than actually receive public assistance—and how so many manage to survive without a money income.[7]

Such facts serve to illustrate the complex and enduring values initially mentioned as seldom researched. Hopefully, an understanding of Latino families will stimulate greater knowledge of this unstudied reality.

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Invisibility in the Data, Invisibility in the Policy: The Latino Family and Public Policy

by Harry Pachón and Louis DeSipio

Statistical visibility has long been recognized as the key to policy visibility. Yet, too often, federal and state social welfare data are not collected or published in a manner that allows for analysis of the salient characteristics of the Latino family or the distinctive character of Latino subgroups, e.g., Mexican-American, Cuban-American, and Puerto Rican (Moore and Pachon, 1985).

Thus, policy makers attempting to craft public programs to reach and serve the Latino family are often forced to work in a vacuum. The result can be seen in many federal social welfare policies which have the implicit assumption that Latino families in poverty share the characteristics of either the Black family or the White family.

The Bi-racial Approach to the Study of Family Poverty

Three recent examples demonstrate the bi-racial perspective in the collection and dissemination of data on poverty.

The first example is the Congressional Research Service's study *Children in Poverty* (1985a). Of fifty statistical examinations in the CRS study, 41 depicted child poverty as a White versus Black or White versus non-White phenomenon. Only five tables compared Hispanic poverty to poverty among Whites and Blacks. Such factors as education, underemployment, wages of parents, and the extent to which children were aided by non-cash benefits went unexamined for Hispanics while they were examined for White and Black children. Based on the CRS study, a Congressional staff member would not know what causes and perpetuates poverty among Hispanic children.

A bi-racial perspective also clouds the Census Bureau data on Hispanic families. The announcement by the Census Bureau of an overall decline in the poverty rate in 1985, for example, was only part of the story. Subsequent analysis by the Center on Budget and Policy Priorities highlights that in 1985, more than 400,000 additional Hispanics fell below the poverty line. By the end of 1985, the Hispanic poverty rate stood at 29.0 percent, the second highest in history. The overall poverty rate declined because poverty among Blacks and Whites declined at a more rapid rate than the increase among Hispanics (1986).

The public interest sector has been guilty as well. The Children's Defense Fund, for example, prepared a comprehensive examination of the impact of family conditions on children in the United States. The title of the study—*Black and White Children in America: Key Facts* (1985)—suggests its weakness as a resource for policy makers examining the Hispanic family. Interestingly, from a methodological perspective, the inclusion of Hispanics in the White category narrows the gap between Blacks and Whites and minimizes the socio-economic differences between them.

It must be underscored that the Children's Defense Fund is not alone in this dilemma. In fact, CDF and community-based groups across the country have been laboring to increase the statistical and policy visibility of Hispanics.

Giannir Alemar Rivera, age 7

Salient Characteristics of the Latino Family

These studies were not chosen because they are extreme. Instead, they are representative of mainstream policy analysis on race and family structure. Their omission of analysis of the Hispanic family might be justified if the Hispanic family had no unique characteristics, but the emerging body of academic study and applied research suggests otherwise.

Under political pressure, the Congressional Research Service performed a follow-up study to its *Children in Poverty*, specifically examining available data on the Hispanic community (1985b). *Hispanic Children in Poverty* documented that:

- The Hispanic community has the largest proportion of children relative to its total population (37.3%), compared to that of Whites (25.3%) and Blacks (33.3%).
- Hispanic children have the highest poverty rate among children in the states of New York, New Jersey, Texas, and New Mexico.
- Latino children in families headed by a male are more likely to be poor than Black or White children in male-headed households (27.3%, compared with 23.6% and 11.9%).

A Research Agenda

If future social welfare programs are based in part on existing programs, policy makers must become aware of the essential ways in which Latino families are different from Anglo and Black families, as well as the degree to which existing programs are meeting the needs of the Latino community. While the unique characteristics of the Hispanic family are beginning to enter the popular debate, the issue of how programs meet Latino needs remains largely unstudied.

Although this client-beneficiary analysis is the next step, the available federal and state data may again present problems. In spite of specific federal legislation which mandates the collection of statistical data on the Hispanic community (PL 94-311, the Roybal Act), the client-beneficiary data of federal and state social programs often fail to include a Hispanic indicator.

Moreover, if Hispanic data are present, there is often no means for determining Latino subgroup characteristics. A clear priority is to identify those programs with reliable Hispanic data. Assessments of whether coverage of the Hispanic population is equitable or not will then be possible.

Conclusions and Future Directions

For policymakers, then, the initial challenge is to improve and disseminate both general demographic studies and client-beneficiary data on the Hispanic community. Once the demographics of the Hispanic family are understood and the success of existing social programs in meeting the needs of the Hispanic community are known, Hispanic-specific social welfare policies can be designed that will reach this population in an equitable manner.

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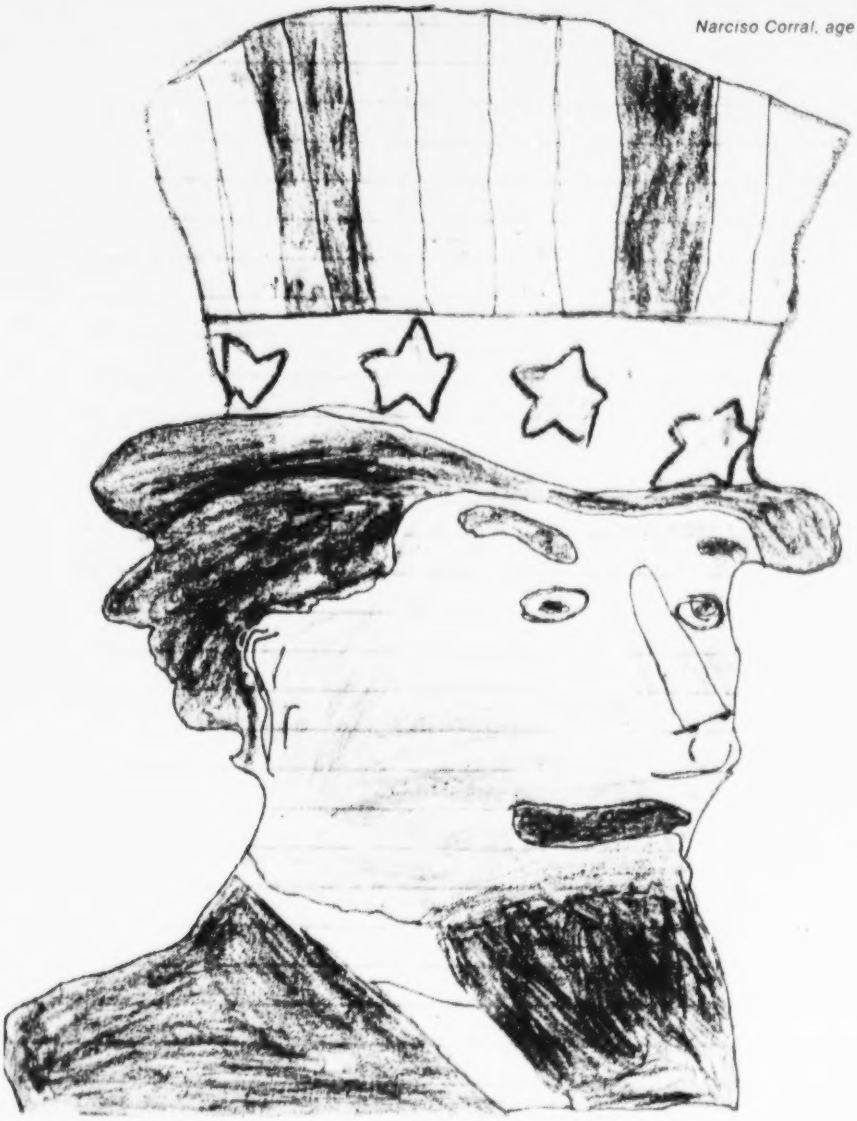

Narciso Corral, age 5

Civil Rights and Hispanic Families

by Norma V. Cantú

When I was younger, local politicians always included our house as one of the stops in their campaigns for office. With six brothers and sisters living at home and 48 cousins living nearby, our household represented a sizeable and attractive voting bloc. We were a Hispanic family. We voted. We mattered.

Approximately 75 percent of Hispanics in this country are native-born U.S. citizens. One in fifteen persons in the U.S. is Hispanic, according to the most recent census. By the year 2000, Hispanics are expected to increase to almost 9.9 percent of the total U.S. population, a tremendous gain from the 6.4 percent counted in the 1980 census.

Hispanics are a young and growing people, characterized by large families. According to the 1980 census, the Hispanic birth rate has not declined over the last twenty years, even though the birth rates for Whites and Blacks have dropped. The median age for Hispanics is 23.2 years, compared to the national median age of 30.6 years.

The Hispanic family has special legal needs not encountered by White families, because of its socio-economic status or its language and ethnic background. In this article, I will discuss some of these civil rights issues that arise from the special needs of the Hispanic family.

Language Needs

Most Hispanics speak English. But it is estimated that of more than 1.7 million school-age children in the United States who come from a Spanish-language background, about one-fourth cannot communicate effectively in English and require assistance in Spanish. Projections indicate that by the year 2000 there will be more than 2.6 million school-age children who come from a Spanish-language background.

The greatest educational harm to these Hispanic children is the false assumption that they are fully English proficient, when in fact the children have only developed a superficial command of the English language. In many states, the language needs of Hispanic children are grossly underestimated, resulting in the placement of children in all-English classrooms where they do not fully comprehend the language of instruction.

The role of the Hispanic family in the provision of adequate education to children is simple and clear. Most school districts rely on home language surveys to determine whether school-age children require additional English language support. Parents should answer these home language surveys truthfully and without delay.

Parents have also served as advocates for their children who have suffered discrimination at school because of their language background. Challenging school administrators who punish children for speaking Spanish, parents have objected to placement of their children in slow-learning groups or their retention in grade solely because of language differences.

Several state and federal laws apply to the provision of education to language-minority children. For more information, parents should inquire with the local district; if there are still questions, they should contact a local community organization for support. The U.S. Department of Education maintains several offices across the country; these offices are empowered to receive and investigate complaints regarding inadequate educational programs for language-minority children.

There are also federal laws that protect adults who are Spanish-speaking. According to the guidelines issued by the Equal Employment Opportunity Commission, employers cannot generally impose English-only rules in the workplace unless there is some compelling necessity for the rule. Further, the employer cannot dictate what language the employees should use during the employees' breaks or own time. Complaints concerning discriminatory practices by employers may be brought to the closest EEOC office.

Finally, many cities, counties, and local jurisdictions are required by federal law to offer bilingual ballots or bilingual assistance to qualified voters who are not fluent in the English language. For more information as to

whether bilingual assistance is required in your local elections, please check with the Secretary of State's office in your state.

Hispanics have adopted the language issues as symbolic of their growing strength. Twenty years ago, only one state in the U.S. passed laws funding bilingual education; now, the majority of states fund such programs. Twenty years ago, Spanish-speaking adults simply did not vote; now, they receive the assistance they need to vote.

Twenty years ago, children suffered humiliation and physical punishment if they uttered so much as one word in Spanish; now, the districts are penalized with threats of loss of funds if they deny the children of Spanish-language background access to all the programs in the district. Considering the type of treatment they received twenty years ago, it is no wonder the majority of Hispanics feel strongly about language issues.

Immigration

Contrary to public conception, the majority of Hispanics are not immigrants. In fact, as mentioned earlier, three-fourths of Hispanics are born in the United States. However, the extended Hispanic family typically includes some relatives who are new immigrants. For these family members, it makes sense to become acquainted with the new immigration legislation.

The Immigration Reform and Control Act of 1986 (IRCA) makes it illegal for employers to knowingly hire, or employ, individuals who are not authorized to work in the United States. The employers' sanctions apply only to persons hired after November 6, 1986, the date on which the IRCA legislation was signed into law. Persons who were already employed as of that date are "grandfathered" under the bill and need not produce proof of legal immigration status.

Workers can lose their "grandfather" status if they quit or are fired for a non-discriminatory reason. If an employer threatens to fire a worker, the employee should contact the local union, community organization, or a lawyer immediately. The new IRCA legislation includes important civil rights protections that can help workers keep their jobs even if they do not have any immigration documents.

The new immigration bill also provides for amnesty or legalization for a large group of persons. An undocumented individual who has resided in the U.S. since January 5, 1982, may be eligible for the legalization program if he/she can demonstrate, among other things, continuous residence and the ability to support him/herself.

However, it is not recommended that undocumented persons apply directly to the federal Immigration and Naturalization Service. INS has not offered any satisfactory assurances about what it will do if the applicant is found ineligible. It is possible that an applicant, having been found ineligible for amnesty, will then face deportation proceedings.

Therefore, it is more advisable that applicants first consult with a private community agency or with an attorney to determine the chances of qualifying for legalization. A list of "qualified designated entities"—groups with track records for assisting immigrants—is available from most church groups. Further, the local bar associations have lists of attorneys who specialize in immigration law.

In the event that an employer discriminates against a worker because of citizenship or immigration status, a complaint can be filed with the EEOC or the newly established anti-discrimination arm of the U.S. Department of Justice in Washington, DC. Copies of charges of discrimination should be sent to the American Civil Liberties Union or to the Mexican American Legal Defense and Education Fund (MALDEF).

Larry Pérez, age 6

Government Funded Services

The most recent census data show the income of Hispanics was 66 percent of the income of Whites. Hispanic women who were employed full-time had the lowest income of any of the major population groups. Hispanic males and females were less likely than Whites to hold professional or management jobs. In short, Hispanics are almost twice as likely as Whites to be poor. This impoverished condition makes it doubly important that Hispanics have full access to certain government-funded programs to which, as taxpayers, they contribute. Chief among these are public education, health care, and unemployment compensation.

Public education is usually the most expensive of the state-sponsored services. Hispanics are entitled to the same quality of education as any other population group. Under the federal and state civil rights laws, Hispanics cannot be excluded from public education programs nor segregated into isolated programs or facilities. In 1981, the U.S. Supreme Court ruled that undocumented children had the right, under the U.S. Constitution, to attend the public schools. Therefore, the schools may pass no requirement that would exclude the undocumented students.

Access to public-sponsored health care is also crucial to the Hispanic family. Typically, public hospitals have participated in the federal Hill-Burton funding program at some point. Under the terms of the program, the hospital or clinic is obligated to offer indigent health care at free or reduced cost. Notices or signs regarding the Hill-Burton program are usually posted in the waiting rooms where the public can see them. Several undocumented persons have successfully challenged hospital districts that exclude them even though they are residents in the district. For more information regarding indigent health care, one should contact the local legal aid office.

Certain types of non-citizens are entitled to unemployment compensation and workers' compensation. The classifications are too numerous to discuss in this article, but for more information, you should contact your local union or community organization.

Emerging Issues

As greater public attention is brought to issues affecting the Hispanic family, Hispanics and their friends will have more opportunities to advocate for fair and equitable treatment. In particular, the media has focused on the high dropout rate for Hispanic youngsters, as high as 50 percent nationally and over 80 percent in some major cities.

Hispanic advocates have long understood that the dropout rate for Hispanic children is as much a "push out" rate as anything else. They are beginning to focus their energies on effecting systemic changes to make public education a more hospitable environment for the education of Hispanic children. But much remains to be changed in this and other emerging arenas.

With increased voter registration rates, Hispanics will be able to identify the localities where unfair election schemes have prevented Hispanic candidates from winning their elections. In the workplace, Hispanics will continue to pursue greater job opportunities.

In sum, the Hispanic family will continue to contribute greatly to the American society. As the family understands and begins to avail itself of its rights, it will also begin to share more fully in the benefits of our society. We are Hispanic. We matter.

Norma V. Cantú received her J.D. degree from Harvard Law School in 1977. She is currently Associate Counsel and Director of Education Programs for the Mexican American Legal Defense and Educational Fund (MALDEF) in San Antonio, Texas. As a staff attorney, her major cases focused on education and Chicano rights. In her current supervisory position, she has worked in litigation, advocacy, and community education on behalf of Hispanics, and on the issues of quality and bilingual education, desegregation, and public school resource allocation. Ms. Cantú is also a frequent conference keynote speaker and presenter.

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Bilingualism: An Important Imperative

by Abdín Noboa

Rational discussions about bilingualism become difficult due to the politics and emotionalism surrounding the topic. In fact, the undercurrents are so strong in this country that the nation seldom looks back into history or across its borders to better understand the phenomenon of second language acquisition. It is not only an old issue, but one for which excellent precedents exist all over the world. Imagine, for instance, that there are over 10,000 languages across the world which consists of nearly 150 nations. Bilingualism is rampant, globally.

What advocates of bilingual education are saying is that while non-native speakers learn English, they can also learn science and math in their respective languages. A student need not arrest the learning of subject areas while learning English. Furthermore, students would not forget their native tongues to only haltingly learn them later in high school or college.

This is not to argue against the learning of English, but to affirm the fact that a second language is a national asset. It is also in conformity with the research that knowledge of a second language is not detrimental, but a decided cognitive advantage.

The most recent report (1986) by the Government Accounting Office (GAO) supports bilingual education. During President Carter's administration, the Commission on Foreign Language and International Studies concluded that "Americans' incompetence in foreign language is nothing short of scandalous." Today, even Secretary Bennett agrees that every American should learn another language.

Ironically, although no one in government seems to be directly against foreign language instruction, state legislatures do not spend money for it, nor does the Federal government. Meanwhile, as support for language instruction proceeds from one side of the mouth, the other side advocates "English only" laws.

There is a subtle but sinister message here. Since bilingual education programs are a diminishing breed, the push for excellence in this country too often transforms into a homogenized system that does not recognize diversity.

As America finds itself in a shrinking world, it must rapidly move away from the concept that it is well educated while only speaking one language. The irony is that this nation has the fourth largest Spanish-speaking population in the world!

Priorities must be realigned as the country tries to strengthen major segments of its population. This country can become stronger *because* of diversity. The country can approach these differences by embracing them without fear. Teachers should not be afraid of learning more, but of teaching less. Let us applaud students who have a built-in linguistic advantage. Rather than frighten and discourage them for what they don't know, we must support them for that which they *do* know. A second language is an obvious asset, not a detriment.

Miguel A. Cervantes

We express ourselves through language. If children cannot speak the language they know, we deny them the right to read. And the "right to be," as one scholar aptly put it, is more important than the "right to read." A form of cultural subjugation and disintegration is to lock people in their native language through the denial of speech. This practice limits personal freedom and the capacity to learn.

Language transmits culture. And we need to understand ourselves culturally. Our sense of peoplehood, our sense of self is greatly determined through language usage and societal attitudes toward the same. This is not something to be shunned, but to be celebrated and preserved.

Often ignored in discussions about bilingualism is the importance a dual language system has on the family. For migrant or immigrant families it provides the opportunity to incorporate the English language without fear of losing the native tongue. English acquisition need not be at the expense of one's principal language of communication and basic cultural heritage. For the non-English speaker, English should not be perceived as an "instead of" language, but as a language "in addition to" a native tongue. English must not be allowed to become a unitary substitute language, but the backbone to an even richer cultural repertoire to enhance pluralism.

There also has to be a relationship between the school and the home. Education cannot succeed independent of the home environment. English "only" instruction oftentimes becomes a divisive force between the two. Language instruction, not unlike the rest of education, should not be conducted in "isolation to" or "independent of" the family network. In some instances, language becomes an impediment to parental involvement in the progress of schooling. For these families, schooling not only becomes as distant and foreign as the language in which it is being conducted, but a place where the family doesn't belong and is, therefore, not wanted.

Language cannot be allowed to become an obstacle between a child and his parents, between parents and schools, or between families and the wider society. On the contrary, language and the facility to use the same in multilingual settings can become the bond that unites disenfranchised groups with the rest of society.

English only attitudes and policies are divisive, not inclusive. They do not assist the present isolation and disconnection faced by Hispanics today. It is high time we set the issue of bilingualism in a broader context, a means by which our local and global communities can truly become integrated.

Dr. Abdín Noboa is Vice President for Research and Evaluation at QUEST International, a nonprofit organization working in adolescent development and substance abuse. He received his Ph.D. from the University of California at Berkeley, and a Master's degree from Harvard University. Dr. Noboa's professional commitment has been to research and advocacy to impact the education of disenfranchised youth. He has been Superintendent of Research, Evaluation, and Planning for the New Haven, Connecticut School District, Director of Research for the Latino Institute in Chicago, and a Senior Associate with the National Institute of Education in Washington, DC. An active volunteer, he was a charter member of the Board of Trustees of the National Puerto Rican Coalition and the National Hispanic Higher Education Coalition. He has been awarded honors by the National Science Foundation, Harvard University, and the Ford Foundation.

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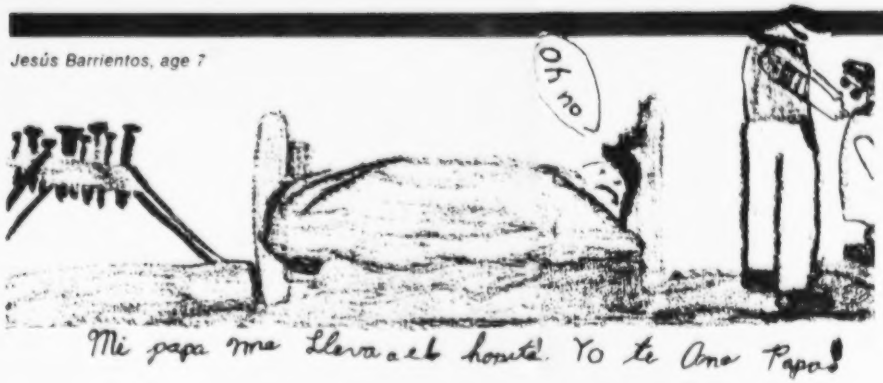
Jesús Barrientos, age 7



Latino Families and Health

by José O. Arrom

The prospects for sharing full and healthy lives are not shared equally by minority Americans. Differences, often striking, exist in death, disability, and well-being between our ethnic/racial groups. Though blame is often put on the victims—or their culture and lifestyles—poverty and socio-economic factors remain critical.

Health status studies on Latinos and their families frequently fail to reflect these factors clearly. The literature has been slow in evolving from ethnographies of folk beliefs and practices to studies of methodological and epidemiological sophistication. Important data bases such as the Hispanic Health and Nutrition Examination Survey remain to be analyzed and published. Where public data or vital statistics exist, they are seldom available on a timely basis for working with local communities.

Latinos and their health status cannot be lumped together as a whole because of great internal diversity due to socio-economic class status, regional origin, immigration experience, and levels of acculturation and integration into American society. Puerto Ricans and Mexican Americans must be differentiated, even within the same neighborhoods. Globally, Puerto Ricans are characterized as having poorer health and socio-economic status compared to Mexican Americans and non-Hispanic Whites. Mexican Americans must also be differentiated by place of birth, with those U.S.-born or raised having poorer health status if they have lower economic status. Mexican immigrants appear to be healthier, with lower levels of mental illness, maternal and infant mortality. Those persons who have adopted American lifestyles are less healthy, although age and selective immigration may be confounders here.

Until recently, with the proliferation of antibiotics, immunizations, and sanitation systems, communicable (or infectious) diseases have lost their importance as health status indicators. Being immigrants from underdeveloped nations, however, Latinos are characterized by a higher burden of parasites and tuberculosis. Puerto Rican children have higher rates of respiratory disease. AIDS is a rapidly spreading disease, being transmitted by intravenous needle sharers into the general Latino community. Sexual styles are critical in the spread of AIDS and also permit the transmision of viruses which are risk factors for cervial cancer, for which Latinos have higher incident rates.

The most prevalent chronic diseases in the general population are cardiovascular, cancer, diabetes,and liver cirrhosis (for males). Though ncidence rates of cardiovascular disease and cancer are lower among Latinos, the mortality rates are often higher since Latinos have low levels of knowledge of risk factors, lisease signs, and self-care practices.

Important risk factors are: obesity, hypertension, lack of exercise, and high levels of cultually acceptable alcohol consumption among nen. Smoking as a risk factor depends on national origin and seems to increase with acculturation. Mexican Americans have a 3:1 or 4:1 reative risk for diabetes compared to Whites and Blacks. Asthma and allergies have a high pevalence rate among Latinos of Caribbein origin, and have implications for school performance.

The primary cause of death and disability among latinos under age 45 is from injuries. Risk facors are: alcohol, a culture of violence which appears to be class-related, firearms availabilty, poor housing, and marginal employnent where there is often criminal neglect of safety.

Homicide rates are high, the source of excess deaths among Latinos, and equal to similar Black populations. Suicide rates are very low. Gang violence is prevalent in the major urban centers.It is almost impossible to get good measure of family violence, due to reporting issues, but rates are not equal within Latino subgroups. Little is known statistically about family volence and child abuse and neglect. Accidens are high in rural areas.

It is dfficult to characterize the mental health of Latinos. The most important recent study, the Ecological Catchment Area survey, brings us the first true epidemiological picture of Mexican Americans, warning us to clearly differentate immigration from acculturation. These ar indications that migration selects a more rolust population, compared to the native born (second generations). Extended kinship networks are critical for the reinforcement of health and are a major positive force in the maintenance of mental health among Latino families. Rates of alcoholism and substance abuse disorders are high, most significant among the native born and the most acculturated.

While Latino fertility is the highest among minority populations, it is not correlated to high rates of infant mortality. Teenage pregnancy is rising among Latinos but again does not relate directly to infant mortality. Infant mortality is not perceived as a significant issue in most Latino communities. Pregnancy is not perceived as an illness, and, along with lack of insurance, may contribute to delayed prenatal care which, in turn, delays access to the WIC Nutrition program, a significant contributor to normal birth weight.

Health and human services providers must take greater responsibility for health education and promotion, beyond the realm of traditional settings such as hospitals and medical clinics. The Latino family and its extended networks are generally health-producing and can be utilized to advantage in these efforts.

There is much yet to be accomplished in improving the health status of Latino families and their access to health care. Extended research needs to be encouraged, and the issues of medical indigency, language barriers involved in the effective use of service systems, and problems related to legal immigration status must be addressed as well in order to build the health of Latino families.

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José O. Arrom, M.A., was born in Santiago, Cuba, and trained in anthropology. He has worked as a medical social worker at the Cook County Hospital Department of Family Practice's South Lawndale Health Center, and in a variety of health and human services settings. He is an educator-consultant in minority health education and promotion. He is the Vice Chairman of the Hispanic Health Alliance and its representative to Chicago's Hispanic AIDS Network. Also involved in rehabilitation, he is the residential supervisor at Travelers & Immigrants Aid of Chicago Cuban Halfway House.

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The Right to an Adequate Education: Implications for Family Support Programs and Educational Reform

by Gloria G. Rodríguez

Each individual has a right to an adequate education and the rewards society offers. Unfortunately, too many low-income Hispanics are not becoming productive contributing members of society due to disproportionately high academic failure.

Nationally, the dropout rate for Hispanic youth is between 40 and 50 percent. In the Mexican-American population, 38 percent of the children live in poverty and the statistics are even higher for Puerto Rican families. These conditions affect the development of self-esteem, potential, and employability.

Children living in poverty and in cultural transition are more likely to be victims of their environment. The parents' self-esteem and hopefulness deteriorate as does their ability to prepare their children for academic success in the traditional school system.

All too often, certain language skills, values, and other coping mechanisms stressed in the home are related to survival in their immediate environment rather than the skills ensuring success in the broader social context.

Upon entering school, many Hispanic children experience "culture shock," finding they cannot relate to the teacher, culturally or linguistically, and that the curriculum and methodology do not fit their cognitive and learning style. The child's self-esteem and sense of belonging are so threatened that he/she simply gives up, lags behind, and ultimately drops out of school at the 8th or 9th grade level.

There is an abyss between the Hispanic home and culture, and the public education system. Some studies suggest that Hispanic parents stress cooperation, respect for authority, sensitivity, and warm human relations, whereas the dominant culture tends to value individual achievement, competition, and inquiry. Further, parents, are not part of the educational process and the school and home become conflicting institutions.

Thus the problems are identified, but what about the solutions? Some may be found in advocating for the home and school to work together, each doing its part in inculcating skills the child needs to succeed. But each party must effect serious changes on behalf of the child.

Generally, parents want the best for their children, and they can acquire or regain a teaching role, change attitudes, become more hopeful and learn activities that will foster growth and development among their children. Education can be instrumental in breaking the cycle of poverty.

Parents are the children's first and most important teachers and must become involved in the child's education, especially during the formative years. They must instill a love for learning, provide a stimulating and enriching environment, and prepare the child linguistically with basic readiness skills. Parents need to help the child build self-confidence, aspire to succeed academically, and help him/her to assimilate as needed into the dominant society while retaining those positive values that he/she brings from the home environment.

While some parents do this naturally, others are not cognizant of their teaching role, remaining unaware of how to interact positively with their children in ways that lead to academic success. Parent education and family support programs such as AVANCE (see program description, p. 10), help parents gain knowledge in child growth and development, acquire effective child management skills, expose them to community resources to mitigate stress, and strengthen their social support networks.

Family support intervention is vital during the early years for first-time parents. If we as a nation truly care about improving the condition of Hispanics, the family must be considered as an important resource for creating change.

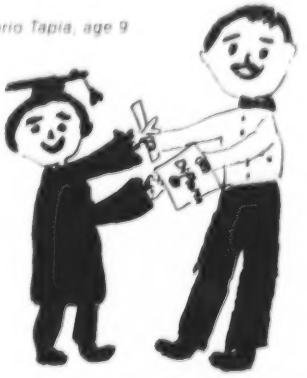
There is a high potential for increasing parental efficacy, self-confidence, and self-esteem through this type of intervention. Many graduates of AVANCE's parenting program are now pursuing English as a second language classes, high school and/or college education, or employment training. This action, in turn, reinforces the value of an education in the home for the child.

Schools play an important role in providing adult education in every community. They should also welcome parent involvement and stress that parents are partners in the educational process. Contracts between teachers/principals and parents, and between teachers and students, indicating one's roles and responsibilities will enhance a child's educational process. Exposure to a variety of career options with Hispanic role models will also encourage the child to aspire to higher educational goals.

Additionally, it is the responsibility of teachers to understand, respect, and accept the child's language, culture, and cognitive and learning style. Children work best in groups when teachers demonstrate warm personal relations, support, and encouragement, and when they give clear instructions. Only after the children have met with success in their native language utilizing their preferred cognitive and learning style, should they be exposed to the learning style and language of the dominant society.

Research on this approach has shown that children do better in achievement tests, do better in math, have a higher self-esteem, and lower absenteeism. Practitioners have the opportunity to imbue *all* public education with these important principles which we have learned on the road to educating Hispanic children.

Fundamental changes need to occur in the educational, social, and political systems if one is to achieve equity and fairness. Educational reform and the strengthening of parental knowledge and family social support are feasible, logical, doable solutions to the problems of high dropout, illiteracy, and the debilitating conditions associated with poverty that so many minorities and individuals are experiencing.



Gregorio Tapia, age 9

Gloria G. Rodríguez has been the founding Executive Director of the AVANCE Educational Programs for Parents and Children in San Antonio, Texas, since 1973. She currently serves as Project Director of the AVANCE Research and Evaluation Project funded by the Carnegie Corporation. Gloria is a member of the Board of Directors of the Family Resource Coalition, the Harvard Family Research Project, Las Familias, Leadership Texas, and the San Antonio 100 Club. She served as chairman of Target 90's Family Task Force, was a delegate to the White House Conference on Families, presented testimony to the Commission on Children, Youth and Families, and participated in the Wingspread Research Conference on Child Abuse. She was on the consulting board of Parents Magazine, El Mañana es Hoy, *and was involved in the development of the government document entitled,* A Parents' Guide to the Selection of Day Care.

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Family Resource Programs in the Hispanic Community

The Lessons Learned from Family Place

by Joe Citro

How do you establish a family resource program in the Hispanic community? That was the question confronting the Board and staff of Family Place in Washington, DC, more than six years ago. As envisioned by its founder, Dr. Ann Barnett, and supporters from the Church of the Savior, Family Place was to be a community center providing daily enrichment activities, social services, and parenting education to pregnant women and parents of children under three.

In moving this concept into reality, we learned what works. Borrowing an old idea from a much higher authority, I now share with you ten commandments, or guidelines, for family resource programs in Hispanic communities.

1. Know the community you plan to serve.

Before a single service is given, you should become an expert on the community's history, key leaders, needs and strengths, major service programs, and the national background of the Hispanic groups that populate it. Go to your local Planning Board —they have an amazing amount of information. Also, read the census reports (though not completely accurate, they are helpful) and any other publications that provide data on the community.

Visit other agencies, churches, and long-time community residents; listen for the needs they identify. Use these opportunities to explain the planned program and develop ties to other institutions and individuals. The first few months at Family Place were spent visiting, and the spirit of cooperation that was engendered is still basic to the program's effectiveness.

Information gathering will help you identify specific Hispanic national groups the program will serve, as well as the diversity of their needs. For example, immigration consulting might be of great import to Central Americans but is useless for Puerto Ricans who are American citizens. Learn as much as you can about each country's history, culture, and customs.

2. Re-create the feeling of family and home.

Hispanics are strangers in this country, whether they are native born or recent immigrants. They are not home, nor do they feel at home here. Mostly, they feel unwelcome. For the first time in their lives they are not surrounded by friends and relatives, and they yearn for "el calor de la familia" —the warmth of the family. Family, of course is a primordial value in the Hispanic culture. The program's success will depend on your ability to create anew the feelings of family and home. Family Place works because at its heart is a home where people relate like family, receive and give support, and feel warmed and welcomed.

El mundo

Juan García, age 8

3. The program belongs to the participants and as such demands their contributions.

All of us take more care of what is ours, and what is our own demands the best from us. Participants need to know that the program is theirs and prospers only with their care.

At Family Place, participants not only share responsibility for daily chores, but also assist in fundraising and program development through the Participants' Council. Duly elected, the officers of the Participants' Council enunciate program concerns, serve as consultants for new ideas emanating from program staff, and sponsor fundraising efforts. In this way, program ownership is confirmed, self-esteem is increased, and the need to contribute is affirmed.

4. Social services are an important program component.

Disenfranchised communities rely heavily on social services. For many Hispanic families struggling to find their way in a new country, culture, and language, social services are bridges to the unknown. Family Place offers direct assistance for concrete needs, crisis intervention to resolve family conflict, and information and referral to other service agencies.

5. The provision of social services should lead to the identification of systemic issues affecting families and help participants to address them.

The mission of family resource programs in the Hispanic community is necessarily broader than resolving daily service needs. It must advocate to change the dysfunctions present in the service system that impact on families. Program must attack a problem at its source and not be content to treat only its symptoms.

To illustrate the point, many pregnant women had considerable childbirth difficulty at Washington's public hospital because there were no Spanish-speaking personnel in the delivery room. Since the majority of women at Family Place were to deliver for their first time, the absence of Spanish-speaking staff presented a clear danger to both mother and child.

Rather than have the staff address this issue, we prepared a young mother to present it to a citywide health forum. She described her own experience in that delivery room and captivated the audience. The publicity generated by her story forced the hospital to hire sufficient Spanish-speaking staff.

6. Groups are a tool for teaching and for personal development.

Hispanics generally enjoy talking in the camaraderie of a group atmosphere. The challenge in initiating groups is to establish a spirit of trust. We accomplished this by building on the premise that Hispanics frequently turn to family for help, and broadened the concept of family to include Family Place participants and staff. Groups are also empowering in that they give program participants the opportunity to provide support as well as receive it.

7. Staff need to be bilingual and bicultural.

Staff's role in a family resource program is enormous, and like Midas, they turn the program design into gold. They set the ambience, provide services, organize groups, teach parenting, and serve as role models. Only by knowing the participants' language and culture, however, can they fill these roles.

8. The broader Hispanic community should be called upon to assist the program.

Since the program belongs to the community, the community is responsible to steward it. Three avenues for involving the community-at-large are support for the program: volunteering to assist with the service program, serving as Board members, and raising funds. The program should strive to be a model of the community helping itself. Try to involve Hispanic media, businesses, membership organizations, and unions.

Continued on p. 17

PROGRAMAS Y RECURSOS

Programs & Resources

PLAZA FAMILY SUPPORT CENTER is a strong advocacy voice for Hispanic and other minority families in Los Angeles, with a long history of comprehensive service delivery. They currently operate two major programs: Latino Foster Care and Adoption Recruitment, and Child Abuse and Neglect Treatment and Prevention.

Funded by the State of California Department of Adoptions, the recruitment program promotes public awareness about the urgent need for Latino foster care homes and adoptive parents through TV, radio, and the press. The staff also works with adoption and foster care agencies, and offers technical assistance to Hispanic voluntary foster care and adoptive parent groups. Given the importance of providing love and care within the children's own cultural heritage, the Center extends its efforts to include American Indian and Black children as well.

Plaza's child abuse treatment and prevention program assists families in learning about and understanding effective child care and family relationships in order to prevent problems. The program provides support services in personal and group counseling, referral, court advocacy, and consultation and training sessions for professionals emphasizing appropriate bicultural techniques that aid Hispanic families in the prevention of child abuse.

The Plaza Center has also developed Familias Unidas Latinas, a bilingual, bicultural model program for parents. In a group setting, parents meet to discuss ways of resolving specific family problems and receive peer support for coping with stressful situations that may lead to child abuse and neglect. The goal is to maintain harmony within the family, recognizing cultural and linguistic values as sources of positive reinforcement.

Rosanna Cárdenas, age 5

Contact: Geraldine Zapata, Project Director, Plaza Family Support Center, 4018 City Terrace Drive, Los Angeles, CA 90063, 213/268-3219.

AVANCE EDUCATIONAL PROGRAMS FOR PARENTS AND CHILDREN serves predominantly low-income Hispanic families in San Antonio, Texas. Working out of three sites, Avance provides four direct service programs of support and education to primarily Mexican-American parents and children who are considered high-risk.

Originally conceived as a parent education program focused on preventing academic failure, fourteen-year-old Avance has expanded to meet the complex and interrelated needs of families including child abuse prevention and economic development. The program has grown from $50,000 to over $700,000, from serving 35 parents to serving more than a thousand. There is a paid program staff of 30, many of whom are graduates of Avance programs. A three-year research and evaluation project is underway, funded by the Carnegie Foundation.

The Parent-Child Education Program engages parents and their under four-year old children in a nine-month curriculum of weekly bilingual meetings that familiarize parents with the basic social, emotional, physical, and cognitive needs of their young children. Serving approximately 120 parents and 150 children monthly, participants are recruited directly from the community on a door-to-door basis by Avance staff.

The Educational and Economic Development Program fosters economic stability and educational advancement through adult basic education classes (ESL and GED), and college placement.

For families confirmed as child abuse and neglect cases, the Homebound Parenting Education Program becomes an individualized support system through weekly home visits. Parents and children receive treatment services concurrently, helping to ease isolation, relieve stress, and teach parent education.

The fourth program gives special emphasis to teen sexuality and the prevention of adolescent pregnancy. Parents are organized as a prevention resource to help in reducing the incidence of teenage premarital sexual activity.

Contact: Gloria G. Rodríguez, Executive Director, Avance, 1226 NW 18th Street, San Antonio, TX 78207, 512/734-7924. **(FRC)**

HACER is an acronym for Hispanic American Career Educational Resources; in Spanish, its meaning is to take action, which signifies their role in the New York Hispanic community. Since 1975, this city-wide community service agency has helped Hispanic adults and adolescents in the area of education and careers through a variety of vocational skills training and counseling programs. In 1979, HACER created the Hispanic Women's Center, a program funded by the Carnegie Corporation of New York, as a vehicle for carrying out activities specifically targeted to women. Since 1980, HACER has pioneered microcomputer training and become a vigorous advocate of child care at the local, state, and national levels.

Addressing teenage pregnancy prevention through a demonstration project called Las Madrinas (Godmothers), HACER pairs Hispanic adolescents with Hispanic professional women. Initiated in 1985 through funding from the New York Community Trust and the Greater New York Fund, these mentor relationships have opened a new world of possibilities to youngsters with limited career aspirations. The Madrinas include lawyers, physicians, and women in other professions. In one-on-one and group sessions, the adolescents get frank and spontaneous answers to some of their most urgent questions, from anxieties about sexuality to concerns about managing careers, family, and their homework assignments.

Another HACER operation, Parents in Action, was inaugurated in June, 1987. This Comprehensive Employment Opportunity Support Center (CEOSC) is part of an initiative by Governor Mario Cuomo to increase the employability and long-term economic well-being of AFDC recipients with children under six years of age. Parents in Action is funded under a subcontract with the National Puerto Rican Forum, which received a major grant for such centers from the New York State Department of Social Services. More than 100 volunteer participants, mostly immigrants from the Dominican Republic, are signed up for the center's first free 21-week cycle. After testing and assessment procedures, participants will be individually coached in job-seeking and interviewing and offered vocational training in child care, home care for the elderly or infirm, or data entry. Instruction in English as a second language is integrated into the entire program. Counseling is also included to ease the transition from home to employment, and an on-site child care facility provides the mothers with important support features.

Contact: Dr. Norma Stanton, Director, HACER/The Hispanic Women's Center, 611 Broadway, New York, NY 10012, 212/254-1444.

COSSMHO is the Washington-based, nonprofit National Coalition of Hispanic Health and Human Services Organizations. Now thirteen years old, COSSMHO has become a multi-disciplinary, cross-cultural (Mexican-American, Puerto Rican, Cuban, and Latino American), national membership network involving more than 508 agencies and organizations.

Working jointly with local Hispanic-serving agencies that conduct program operations, culture-specific services and training are provided to Hispanic families, youth, children, and the elderly.

An example is Concerned Parents, a national demonstration project developed in 1983, targeted at five sites (Boston, Albuquerque, Los Angeles, Miami, and San Antonio). Parents and extended family members were organized and trained as major prevention resources in reducing the incidence and prevalence of adolescent pregnancy, sexual activity, and associated health and social risks. Five different service providers tailored individual programs to their particular sites, based on extensive focus group research conducted initially.

COSSMHO's Project Hope, operating at eight sites, (New Mexico, New Jersey, Arizona, Connecticut, Texas, Nevada, California, and Utah) assists community-based agencies in developing and implementing model programs for runaways and for physically/sexually abused youth. As part of its community child abuse prevention strategy, the La Familia Counseling Center in Sacramento, CA, produced a group of bilingual materials. The items included a videotape and study guide for service providers to aid them in understanding the cultural considerations that could affect Hispanic families impacted by child abuse, and *The Child Abuse Bilingual Services Directory.*

COSSMHO also offers career development and leadership training activities; their film series titled, *Hispanics in Health Careers,* motivates and encourages young people to enter health-related professions.

The organization's most recent activities include programs for nationwide Hispanic AIDS education, risk reduction for diabetes, and the establishment of a consortium to encourage research on Hispanic health issues. Materials for non-Hispanic health providers working in Hispanic communities are currently being field tested.

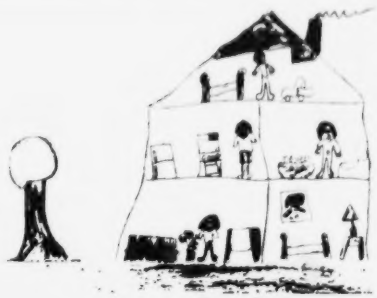
Contact: Helen Muñoz, Director, Concerned Parents Program, COSSMHO, 1030 15th Street, N.W. Suite 1053, Washington, DC 20005, 202/371-2100.

CEDEN's nonprofit service, research, and development center in Austin, Texas, provides educational and human services to low-income families. Their main Austin service area is primarily Mexican-American. Approximately 24% of the households are headed by women, 35% of its children are born to teenage mothers, and 25% of its mothers are single.

One of the first bilingual infant stimulation programs in the U.S., CEDEN began in 1979 with 80 families and now serves over 10,500 persons each year.

CEDEN has been replicated in three Texas locations. Their Parent-Child Program consists of weekly home visits and monthly group sessions for families of children from birth to two years of age at entry, emphasizing health, nutrition, and infant stimulation to prevent and reverse infant developmental delays.

The Family Development Program provides the assistance of emergency food, clothing, and other resources to needy families, building family self-sufficiency through social work services. Classes in parenting and family life skills, social support groups, and special groups for teenage parents and families in crisis are used to prevent child abuse and neglect through the Pro-Family Program. Research and evaluation are conducted on CEDEN programs and related topics of child development, parent education, and program processes.



Paola Calderon, age 8

Through its Materials and Media Program, CEDEN has produced an illustrated infant development album available in Spanish or English. Appropriate for multi-cultural audiences, *My Baby Book / Libro de mi bebé,* involves parents in child development activities as they note their baby's growth and achievements.

Other publications and tapes marketed by CEDEN are: *The Toy Making Booklet for Parents; A Training Manual for Home Visitors; Health and Nutrition Packets* for outreach workers and parent educators; the *Evaluation Manual and Instruments;* and *Slide Tape Presentations* in English and Spanish on nutrition, accident prevention, and infant development.

Contact: Emily Vargas Adams, Executive Director, CEDEN Family Resource Center, 1631 East Second Street, Bldg. A-B, Austin, TX 78702, 512/477-9017. **(FRC)**

FAMILY FOCUS WEST TOWN in Chicago helps its Hispanic families cope with problems of big city life, the school system, health care, child rearing, changing family roles, and language deficiency.

Center programming includes prenatal, parenting, and child development classes, problem-focused workshops on family relationships, child abuse, toilet training, etc., and typing, sewing, dressmaking, and English as a second language.

Discussion and rap groups, alien to many Hispanic families, are often introduced through traditional craft classes where conversation and handcrafts go on simultaneously. Group leaders are able to pick up on parent concerns, and discussions are organized for information and support.

The Children's Room at West Town's storefront center plays a basic child care role, enabling parents to join activities, and also acts as an informal classroom. Because 75 percent of the participants lack English language facility, staff members use every opportunity to help the children learn and speak English. Preparing youngsters for their first school experience also includes screening for learning difficulties and a variety of health problems. Great emphasis is placed on working with parents on school-related issues, often a major problem area for immigrant parents and their children.

Many families who attend West Town also use the services of other community agencies. Informal networking avoids duplication of services and encourages inter-agency assistance and interaction. The March of Dimes, for instance, funds the center's Mother Visitor Program, which has a prevention of birth defects focus.

Families, in all their essential elements, are served at West Town. While 240 families participated in 1986, countless extended family members were also involved. Grandmothers, for example, who literally raise the children while their parents work, are crucial to family functioning and become a vehicle for passing parent education on to the family. The staff recognizes the importance of wide flexibility in the midst of structured planning to keep their population committed.

A drop-in component has developed over the years, with a growing involvement of fathers. Beginning with English and parenting classes, many men now drop in and stay, creating a familial atmosphere. A fathers' group has attracted Hispanic men from all areas of Chicago.

West Town is one of seven Family Focus centers in metropolitan Chicago. A ten-year old nonprofit family support agency, Family Focus is a model for hundreds of family resource programs around the country.

Contact: Blanca E. Almonte, Director, Family Focus West Town, 1450 Chicago Ave., Chicago, IL 60622, 312/226-0154. **(FRC)**

The Survival of Family Support Programs: A Funder's Perspective

Families Facing the Future is a program jointly funded by the federal government and the Howard Heinz Endowment, aimed at preventing developmental delays in growing children.

by Margaret M. Petruska

Most providers of children's services have experienced firsthand the changing role of the federal government and the redirection of federal priorities. I, too, have seen the repercussions of shrinking government dollars as my career has moved from an administrator of a private preschool program for emotionally disturbed children, to a government funder of children's programs, to my current role as a program officer of the Howard Heinz Endowment.

The picture looks bleak for children's programs, particularly in the prevention field. In 1982, Pittsburgh was selected as one of fifteen sites when the Washington-based Urban Institute launched a national project to examine the effects of government spending cuts on local nonprofits. The study systematically looked at the impact of cutbacks on health care, family aid, and other human services, and mirrors what I believe is happening to nonprofit agencies across the country.

The study revealed the following characteristics of the Pittsburgh nonprofit sector: the sector comprised approximately 1100 human service agencies which had expenditures of $600 million in 1982; most of the agencies were small (due perhaps to the prominence of neighborhood-focused organizations which reflect the community's ethnic diversity); the agencies were also relatively young, most having been created since 1960.

Government funding had been the largest single source of support for these organizations, supplying more than half of their total income. Service fees, dues, and charges provided the second largest funding source. Private giving—from individuals, corporations, and foundations—ranked third, accounting for about 17 percent of total nonprofit income.

Pittsburgh agencies replaced some of the government losses by turning to other sources of support. Most of the substitution came not from private charity but from heavier reliance on dues, fees, and other charges for services. In contrast to national trends, Pittsburgh agencies faced sharp losses in United Way and corporate support, reflecting the impact of the recession on the local economy.

In addition to seeking alternative funding, many agencies responded by reducing staff levels, increasing staff workloads, instituting management reforms, and expanding their reliance on volunteers. Even so, 50 percent of the agencies studied found it necessary to eliminate specific services or programs, while 10 percent tightened eligibility requirements for service, or reduced the number of clients served.

In conclusion, if we look at the funding picture over the last five years, and look ahead to the next five years, and if your city is like Pittsburgh, your human service agencies are in considerable fiscal and programmatic strain. You have been forced to reduce your activity, seek alternative sources of funding, limit your staff size, and alter some of your internal operations.

While some of these consequences may be positive—improving your agency's productivity and strengthening your fiscal base—others, such as increased pressure on your personnel and a growing reliance on fees and charges, raise concern about the outlook for future funding and stability, and the delivery of services to the very poor—our nation's children.

A Renaissance for Children: A Local Example

Despite this gloomy picture, I truly believe there are some promising signs ahead and some specific ways in which you can secure your own survival.

To illustrate this, I offer another Pittsburgh example—the change that has taken place within our local Children and Youth Services agency, which is charged with the mandate to protect children from child abuse, to deal with dependent, neglected children, and to reunite children in foster care with their natural families.

If your Children and Youth Services agency is anything like ours, it is experiencing tremendous stress. There are numerous pressures to provide services and diminished resources available. Staff morale is low. There is high staff turnover, and there are negative relationships with other agencies. Newspaper headlines continue to publicize the agency's failures.

However, last year in Pittsburgh, a task force recommended the following changes which are already beginning to take place: the establishment of district offices throughout the county that act as family treatment centers, whose workers are trained as family specialists so that they can carry out the intensive family services; each office will have a demonstration project that reinforces intensive family approaches; the bulk of the attention and services should be devoted to keeping children in their own homes or returning them to their own homes as quickly as possible; every effort will be made to keep all children from a family together.

My point in sharing these recommendations is to illustrate the number of times the word "family" is mentioned. The report also calls for a "renaissance for children" with the full support of decision-makers at all levels of government and community to serve the needs of children and youth.

The outcome of this report is promising. Based on its recommendations and the concern of the community and top level funders, the agency is in a process of renewal.

There is a new Executive Director, staff have been trained in family therapy, the shelter for children has been disbanded, and youngsters are now being cared for in less institutional ways. There is a sense of excitement about working for the agency, and staff have begun to bring the focus back to the family.

This report sets a new standard of treatment for children in our city, and its recommendations have served to charge the community in very exciting ways, including the establishment of a Commission for Children, composed of representatives from county and civic government, the juvenile justice system, private providers, business, education, foundations, and religious leadership—all attempting to advocate for and build a constituency for these children.

The Role of Private Foundations in the Funding Gap

First, in terms of helping to fill the gap, foundations are more likely to be aware of the needs of the specific communities in which they operate. Most do not give operating support, but rather provide seed money for "start-up" or demonstration projects.

Second, foundations are in a position to be more creative and innovative than government-funded programs. They can offer a more objective forum to discuss current issues in the delivery of human services. They can afford to take risks. Foundations tend to focus on preventive services, while government programs tend to be more reactive and crisis-oriented.

Third, foundations can play an advocacy role in galvanizing the community by encouraging those who are responsible to talk to each other and move toward greater integration of their efforts.

In terms of dollar amounts contributed, however, foundations represent only one small part of the private sector. They can't fill the gap left by reduction of public support for children's and family services. Agencies need to look to others to help with the funding shortage—the public has dollars. According to the American Association of Fund-raising Counsel, 86 percent of all Americans give to one or more charitable organizations. Individual donations account for 90 percent of all charitable giving in America—the remaining 10 percent comes from foundations and corporations.

The Agency's Role and Responsibility

Look internally at your own health as an organization. Determine who and where you are, where you want to be, and what you need to get there. What is your Board composition? Does it have any fundraising clout? Is it broad-based, including representatives from the business and corporate, legal, and political community?

Have you developed a long-range plan? In other words, what product are you selling? Can you demonstrate public demand and support for your services? What makes your particular service crucial to the health of your community? The competition is getitng tougher, the criteria more explicit, and grantors more discerning.

My experience with many children's agencies is that they become very turf conscious and don't want to give up the children and families they serve. Duplication of services and unfamiliarity with other agencies working in the same field exist in many communities. Have you thought of merging with another organization? Can you form new and creative partnerships? Can you find new ways of delivering services? Can you form a consortium to address a particular problem?

Have you analyzed your internal financial situation? Have you cut unnecessary expenses? Are you making money with the money you have? Have you tried sharing costs with other organizations? Sound financial management not only saves money, it also tells potential donors that you will use their contributions wisely.

A publication entitled "Discover Total Resources, A Guide for Nonprofits," produced by Mellon Bank, suggests the following examples of cost sharing possibilities: joint purchase of goods, equipment, and services; shared office space; group purchase of medical and other insurance. For example, Louise Child Care Center in Pittsburgh acts as a bulk purchasing agency for more than 55 child care providers, at an average savings of 15-30 percent.

Look at membership dues. People buy memberships because they believe in an organization and want to help further its goals. Members are a form of collateral for attracting other "investors from the community." Grantmakers like to know you have strong community support. Members are also prime prospects for personal donations. However, memberships must be sold. Sharpen your selling skills and develop a creative marketing plan.

Look at earned income. There's no rule that says nonprofits can't make money, only that the money must be used for charitable purposes. Services are marketable. So are program-related products. Many of you already sell subscriptions to your newsletter. The possibilities are limited only by your creativity, skills, and management abilities.

A program-related business can be a moneymaker for nonprofits. Possibilities include the manufacture and sale of products, and the sale of products purchased for resale. Perhaps the best-known example is Goodwill Industries, which teaches handicapped persons to refurbish donated household goods, and helps support itself through sale of the items in its resale stores. Other well-known money-makers are Girl Scout cookies, UNICEF cards and gifts, art and wildlife posters and calendars, hospital giftshops, ticket sales, community and celebrity cookbooks. Nonprofits are also venturing into non-traditional businesses as well—a local agency in the Pittsburgh area recently purchased a Mr. Donut franchise.

Use people as resources. Another way for individuals to help each other and strengthen your agency at the same time is through volunteerism. Approximately 23 million Americans contribute at least five hours a week of their time and talents to support the nonprofit sector. The effort to increase the number of volunteers in your agency needs to be organized. Careful recruitment, training, and a sensitivity towards the individual talents of each volunteer are important considerations. Volunteers need to feel useful and responsible.

In summary, I would like to conclude with two overriding themes:

You need to be creative and think big. As "Discover Total Resources" states, resources are not only financial, but include people, goods, and services. The health of your organization rests with how successful you are in developing these relationships. "Dare to be different, creative, and strategic. Appeal to self-interests. Demonstrate support from those you serve. Be assertive and ask. Share ideas and resources. Tell your story. Believe in yourself."

"If ever there was a force to impact the future of nonprofit programming and development, it's the current trend of collaboration. Sharing, coalescing, trading, collaborating—by all these names, togetherness is the key to success for the future. Funders and other sources are increasingly looking for cooperative solutions to community needs. These take many forms, from basic networking and information sharing, to shared grants, goods and services, and sophisticated government/private/community partnerships." Your survival depends on new ways of thinking about asking for money to ensure the survival of your family support programs.

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Through her personal interests and career in the care and treatment of children, Margaret has been a program administrator, child therapist, private and public funder, and program evaluator. She has designed and developed statewide programs, legislation, and a coalition in her efforts to aid mentally retarded adults, and at-risk, abused, and handicapped children.

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Learning About Parenting: Learning to Care

by Harriet Heath, Sara Scattergood, and Sandra Meyer

A Curriculum for Kindergarten Through Eighth Grade

Six-month old Susie is fussing as her mother unwraps her outer clothing. "Why do you think she's crying?" the mother asks a group of second graders who surround her in a public school classroom.

"She doesn't like to be all bundled up, she can't move." "She's hungry." "She wants to be changed." Watching the baby nuzzle against her mother's breast, the children call out, "She's rooting; she's so hungry."

As the mother settles down to nurse her baby, she poses questions to the students: "Why didn't Susie *say,* 'I'm hungry'?" "How *did* Susie tell me she was hungry?" Through the students' responses, the class begins to learn about how infants communicate their needs.

The teacher extends the discussion by asking, "How is Susie's mother teaching her infant that she can communicate her needs?" And "How did Susie's mother know how to do this?" The students recognize that parents have to learn as well as children.

This classroom visit is part of the *Learning About Parenting: Learning to Care* (LAP) curriculum, a program of Education for Parenting (E for P).

The goal of LAP is to sensitize students to the joys and responsibilities of parenting/caring for another while teaching skills and giving them information for assuming these roles effectively and with satisfaction.

Adults in America receive little or no training for their responsibilities as parents. Yet, as one inner city teacher noted, "My students are more apt to be parents before they need to know where the Tropic of Capricorn is."

Learning about Parenting offers a partial solution to the problems of student-age parenting and child abuse that pervade our society. By reaching students before they become sexually active, LAP imparts the clear message that parenting takes time, energy, thought, and skill. This knowledge helps young people conclude that by becoming parents before they are physically, emotionally, or financially ready, there may be adverse effects on their own lives and that of their child's.

Young students who elect to become parents often envision a doll-like baby. Because they are ignorant of the stages of human development, they don't think about the grubby, willful toddler to come and how they will cope with change. Teenagers who are aware of the commitment and responsibilities of child-rearing are more likely to delay having children until they are able to care for them properly.

Many adults who abuse their children are

ill-prepared for what to expect in their children's development; they make unreasonable demands and possess only minimal skills for dealing with the child's behavior. Though students may not remember all the details, LAP plants the idea that infants do grow and change, that infants are not adults, and that there are many ways of guiding and directing an infant's behavior.

Readers may not be aware of how frequently students express the wish that their peers were more caring. The attitudes, information, and skills used when parenting and learned when studying LAP can be applied to all relationships. We find students are doing so with their parents, siblings, younger children, and peers.

Curriculum: What's Taught

Parenting/caring is taught as a planning—doing—reflecting process conducted within a warm, loving relationship. Before contact with the parent and the infant or younger child, students plan how to make the visit pleasant, and try to predict what their young visitor will be able to do. During the visit, they make observations on what the infant does and how the adult facilitates the infant's activities. Following the visit, they reflect on the accuracy of their predictions and effectiveness of their plans. They may even start planning for the next visit based on their experience.

In the opening vignette, the second graders were learning the important role of the parent. Other parts of the curriculum implement the goals using other kinds of experiences. In the fifth grade, for instance, students gather up the books they have made for their friends in the class for students with special needs. One book is about baseball, another about hockey, and a third is a fantasy. The fifth graders have chosen the topics thoughtfully, mindful of the interests and capacities of their special friends. The stories have also been carefully worded to fit the vocabularies of their future owners. Now with pride and excitement, the fifth graders bring the books to share and enjoy together with the children they had not known before the program began, though both classes were in the same building.

The seventh grade class is reporting on their observations. During the preceding week, each student had been assigned to work with either a 5- or 6-month old infant or a 10-to 11-month old in playing with a ball. Once the infant became interested in the ball, the student hid it under a blanket while the baby watched. Different-aged infants reacted differently. Students reported that the younger ones turned away, interested in some other object. The older infants, however, remembered where the ball was hidden and resolutely pulled the blanket off to continue this exciting game. "Object constancy," the students laughed. "It's just as Piaget describes."

Using the students' observations of infant behavior, the teacher pursues the implications by asking, "Do parents remain the same or do they change as their infants change?" "If you were a parent, how would your planning for and behavior towards the 10-month old differ from plans and behavior you might use with the 6-month old?"

The curriculum is based on current developmental theory (reviewed by Drs. Sally Provence and Stanley Greenspan) and has been extensively tested in classrooms. The first author analyzed the attitudes, information, and skills parents use. Working together, the three authors with master teachers, experimented to determine how and when the various concepts could be presented most advantageously. What they found was no surprise to any teacher: very young students need to have concepts and skills presented in concrete form; older students can deal with more theoretical presentations.

Information about child development expands from students' observations of concrete differences among infants (some walk, some don't), through more abstract learning (infants can't talk so they cry to express their hunger) to recognizing differences in thinking styles (6-month olds don't remember an object hidden, 10-month olds do).

Implementing Curriculum

Requests for the program come from teachers, principals, and parents who have learned about it during in-service

presentations, through media attention, and by word-of-mouth.

Training includes a visual presentation describing how the curriculum is implemented. Teachers who express interest in incorporating the program into their classroom participate in at least four training workshops which present the child development theory and teaching methods used.

Liaison staff members from E for P work with teachers on a one-to-one basis in the schools, supply materials, bring visiting parents and children to the classroom, model how to teach the curriculum, offer support, stimulate additional teachers to become involved, and write a newsletter circulating teachers' ideas, comments, and anecdotes about the program.

The Organization of the Curriculum

The LAP curriculum is composed of two parts, each with four units. Part I, *Getting to Know*, is for students kindergarten through third grades; Part II, *Learning About*, is for students fourth through eighth grades.

In each Part there is a unit on pregnancy, newborns and their parents, infants and their parents, toddlers and theirs, and suggested experiences in which students care for younger children.

The written curriculum includes: student workbooks for each of the eight units; a *Handbook* for teachers presenting a brief review of the importance of including parenting in the curriculum, how the curriculum evolved, the developmental theory followed, and how specific parent skills can be taught; and a revised *Idea Book* that will be available in the winter of 1988, which encourages teachers to be imaginative in fitting LAP and its philosophy in to existing curriculum planning and in developing other experiences in the classroom.

The whole program provides marvelous opportunities to reinforce academic skills, thus minimizing the amount of additional resources or time used. Younger students practice reading through the use of experience charts. Students of all ages are encouraged to read to younger children. Opportunities for writing are numerous; students like to describe themselves and their experiences at earlier stages. They also enjoy reporting interviews with their parents about what it was like being a first-time parent or how their parents coped with them as 2-year olds.

Mathematics is incorporated in the program. A simple problem: Is a baby's length the same whether measured in inches or centimeters? A more complex one: Five 6-month olds are visiting in the school; what is their average height and weight?

Background

Started in 1978 to test whether or not parenting could be taught in schools, Education for Parenting is now a nonprofit organization.

Currently, LAP is being used under the direction of the Education for Parenting Staff in three private and eight public schools in the Philadelphia area, in a community youth project, plus two major satellite programs on the east coast. There are more than 2,000 children involved in the programs, along with 75 teachers, and 60 parents. Populations include low income and welfare families, inner city, suburban, and rural children. LAP has also been adapted to non-academic settings. Inquiries about the program have come from all parts of the United States and Canada.

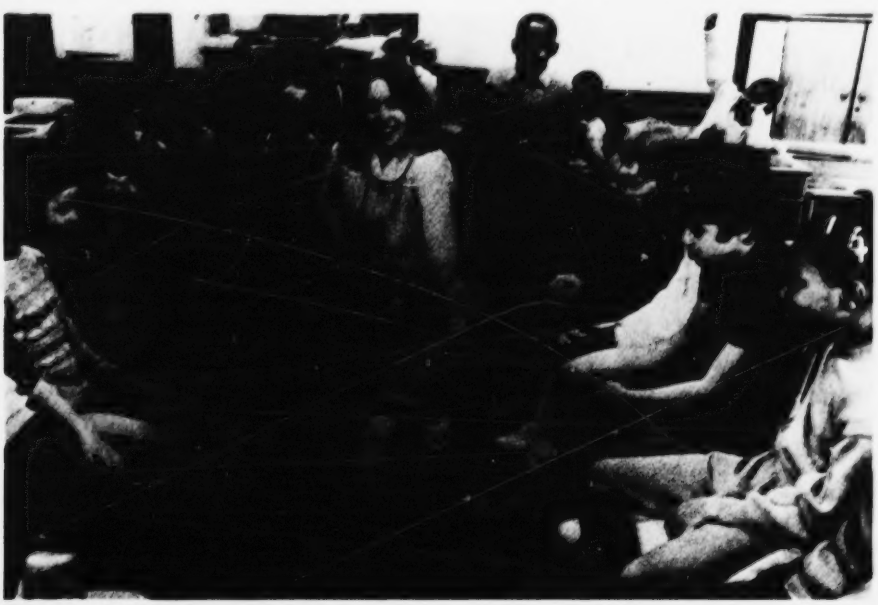
Conclusion

Bringing live babies and parents into the classroom is a powerful teaching tool. The visit allows students to experience the parenting process as one of planning, doing, and reflecting. Through their observations and questioning, students come to understand the development process and the vital role of parents, and learn how to nurture/care for another.

In summary, outcomes (some of which we have experienced and some of which we predict) of introducing *Learning About Parenting* in schools are:

- Students transfer attitudes, knowledge, and skills learned in the classroom into their current life experiences.
- A warmer and more friendly climate created in the school supports students, encouraging them to feel more adequate to use their full intellectual capacities to observe, problem solve, read, write, and calculate.
- Students become more caring of their family members and peers.
- As they become aware of the problems and responsibilities in nurturing babies, fewer students will choose to become student-aged parents.
- Students using problem-solving techniques will become more thoughtful and knowledgeable so that, as parents, they can choose among options in dealing with very young children.

A sixth grade student tells it best: "I just think *Learning about Parenting* is a great program. It's a great way to teach young kids how to be parents. I think it has helped me.... If I hadn't taken Parenting, I wouldn't have understood my siblings as well. When my sister cries at dinner she is a royal pain, except I know what to do most of the time to calm her down. At least I know she is going through a stage and might need something like a transitional object, such as a 'security doll'. I am able to understand her more and feel what she feels so I can figure out what she wants."



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Sara Scattergood, A.B., is the Executive Director of Education for Parenting. She has 30 years of experience teaching, training teachers, and writing curricula. In addition to coordinating E for P's program, she is currently serving on the Philadelphia Mayor's Public/Private Task Force on Infant Mortality.

Sandra Meyer, B.S. in Ed., is Program Director of E for P. She coordinates liaison staff to expand programs into a large urban school system, and networks with other community organizations that also emphasize the importance of parenting in the development of children.

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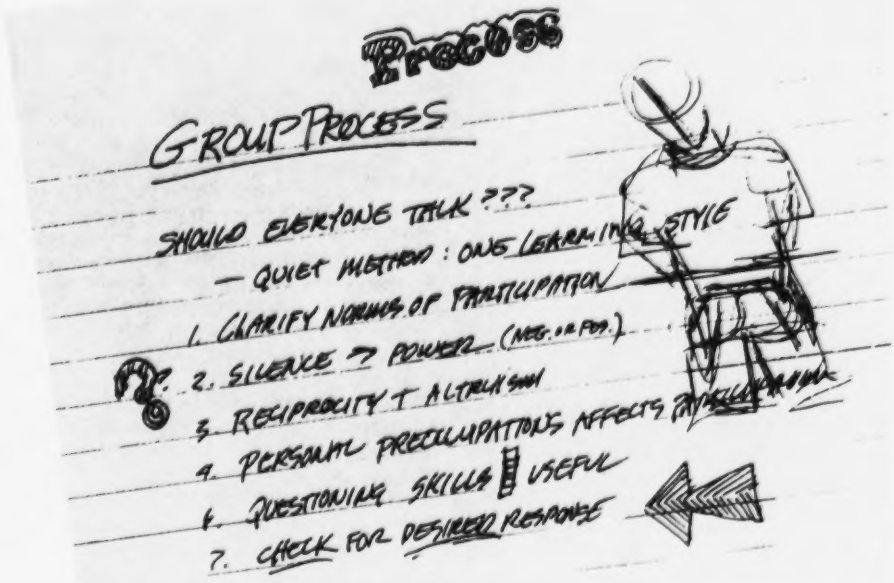
GROUP PROCESS
SHOULD EVERYONE TALK ???
— QUIET METHOD : ONE LEARNING STYLE
1. CLARIFY NORMS OF PARTICIPATION
2. SILENCE = POWER (NEG. OR POS.)
3. RECIPROCITY & ALTRUISM
4. PERSONAL PRECCUPATIONS AFFECTS
5. QUESTIONING SKILLS USEFUL
7. CHECK FOR DESIRED RESPONSE

Musings about Group Leadership: The Quiet Member

by Ted Bowman

Involvement of all group members is a goal for many parent group leaders. Setting the goal, even wishing deeply that all will participate, does not, however, make it happen. Full participation by all parents, it seems, is easier said than done. There is always the quiet member who regularly attends but says little or nothing. There is, more often than many leaders would like to admit, the pregnant pause following the leading question. There are those parents who give you or their fellow group members so little that you wonder what they are getting.

For even the most skilled and dynamic parent group leader, active involvement of all the participants does not happen easily or consistently. It is the nature of group process that each group is different. Hence the dynamics of participation can vary with each group, if not each session.

Join me in some musings about the quiet member. Let's think together about such persons, their behaviors, their impact on group process AND on us. Let's think about some responses that can be helpful to all group members, including the quiet ones.

The goal of active involvement for all participants, if by that we mean that everyone talks, may be an inappropriate goal. There are various learning styles, one of which is a quiet method. The quiet member, seen in a grocery store or on a street corner two or three years after participating in a group, who exclaims about the significant impact of the group experience, has convinced many veteran leaders that this is true.

Some people, it seems, learn by listening and reflecting. They may need and choose to take time to digest ideas before applying them. Their actions, over time, speak louder than their words during the group. In contrast to those who are talkative and opinionated, these quiet ones can be perceived as inactive. Rather, they are active in a different way.

A distinction between active and passive quiet members may be useful. Active quiet members are those persons whose eyes follow the conversations, whose face and body reflect responses to the discussion, whose participation is full except for verbal interaction.

Passive quiet members, on the other hand, are those persons whose behavior gives you little if any clue of participation or responsiveness to the group process. Checking in with such persons will often reveal that they may be out of place. That is, they may best learn one-to-one, not in a group, or they are so preoccupied, perhaps even depressed, about stresses in their life that they have difficulty focusing on the group.

Douglas Powell has provocatively described modes of parent participation ranging from the prospective parent (looking ahead to what will be faced next) to the collaborative parent (our favorite because of their willingness and ability to enter into the give and take of group process), to a parent so stressed that their ability to offer much to others is blocked by their preoccupation. For either the prospective or the highly stressed parent, participation in a group process may not be advisable or useful. Both may be quiet members because their needs and desires are out of sync with the group.[1]

For these and other participants, **clarity about norms of participation** can help. Parent group leaders frequently operate with assumptions that are not shared by group members. For example, leaders may assume that everyone will talk; members may assume that everyone will listen. Leaders may assume that the best kind of participant is an initiator; members may not speak until called upon. Some people are oriented to be responsive to the needs of others to such an extreme degree that they will never speak if they perceive that someone else might need or desire the time.

Because people learn in different ways, it is important for the group leader to describe expectations of participants, or, better still, for the group to create shared expectations. Otherwise, confusion about expectations and differing assumptions will result. The issue is not one of correct choices of norms. The issue is clarity of norms. Decide in advance if you are willing to have parents participate quietly. If you do, their behavior will be much less irritating.

Discussion about **the power of silence** can also be useful. Many people think that talkative individuals are the most influential group members. They get their ideas or feelings out. They frequently are in the thick of the discussion. They may challenge others with their positions. Yes, words and their expression do have power and influence.

Silence, in addition, has tremendous effect. Group leaders and members' attention can be distracted by quiet members. They pique our curiosity. They challenge us and our skills of involvement. It often takes more energy to pull a quiet member into a discussion than to slow or stop a talkative one. Further, the group gets little from quiet ones apart from their physical presence. Information, support, or resources from them or for them may not be communicated. Significant contributions to the quiet ones may not receive acknowledgement.

It is important to alert group members to the power of silence. To do so can aid group process; it can also be a teachable moment

about parent-child interaction. Silence between parent and child is a powerful tool of interaction and can have negative or positive consequences. Discussion of the power of silence can be useful for all parents. You may want to observe your own comfort with silence. When group leaders relax and welcome the silence, group members are more active. Group leaders who rush to fill the silence create an expectation that leaders will always talk, instead of waiting for others to join in. It becomes a self-fulfilling prophecy.

In addition, mention of **reciprocity and altruism** may be useful. Irving Yalom [2] identifies altruism as one of the curative factors in group process. While his orientation is therapy groups, his point is still important. There is something useful for us in aiding others; we do get better by knowing that we have something useful to offer. Fostering shared responsibility—reciprocity, if you will—as an overt ingredient in the group process can make your job easier and contribute to member satisfaction and growth. Practice of give and take in the group process can also model similar behavior at home.

Another variable affecting participation is **personal preoccupations.** Group leaders often assume that people are present when they arrive. To the contrary, many group members have not yet arrived even though they are physically there. They may be lingering with a child they have dropped off. They may be preoccupied with an argument with a child or partner. A relative may be sick. They may have run off the road on the way to the group. They may be preparing for the next event.

Presuming that people are present and raring to go is a dangerous assumption. Quiet members may not be with you, but somewhere else. To begin your groups by allowing people to check-in or to simply acknowledge that people come from other places and to guide them in a letting-go exercise can enhance the group process significantly. Personal preoccupations will almost always distract from the group process, even for the most dynamic leader or in the most creative curriculum.

Use of **questioning skills** may draw out the quieter members. One of the seductive traps for the group leader is to do too much talking. Concern about content and the desire to share it in a way that is useful to group members can result in more talking than listening and more talking than questioning. Auerbach points out that parents learn best when they participate in creating the response.[3] Inviting people to share their experiences or asking for their suggestions not only engages the group but affirms them as resources to one another.

Members will often remain quiet if the leader's tendency is to quickly provide information in response to questions rather than turning to the group. Dependency on experts can be fostered by the experts themselves unless carefully avoided. Think of methods that invite you to volunteer less or invite more from group members.

Finally, checking out the **desired response** sought by the parent may encourage active participation. Group members share stories, information, or situations for differing reasons. Sometimes it is simply a desire to talk, especially with other adults. Sometimes it is a desire for understanding—that is, to find out if others know and can empathize with what is being said. Still others want suggestions, alternatives, or input in response.

For the former two kinds of parents—those wanting to be heard or to be understood—offering problem solving will probably drive them up the wall. Similarly, to simply listen and provide understanding to the person desiring input is to offer too little. Checking with participants about what they want in response to sharing is to be respectful of them and increases the likelihood for the desired result. As with our own children, we too quickly offer problem solving when listening is all that is wanted.

The pause that refreshes the group leader is standing back and reflecting about a group process concern. If you feel stuck and can't see the forest for the trees, consult with a colleague. Gather with other parent group leaders for mutual development. Listen to yourself on tape. Use a variety of methods to enrich your group leadership. Musing about the quiet member is only one step.

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Service Delivery, continued

9. Establish a broad base of funding.

In addition to turning to the Hispanic community itself for support, reach out to churches, private membership organizations, corporations, and the numerous foundations in your area. Almost everyone is interested in improving family life, so try to make donors feel like friends of the family and partners in the program's work. Family Place publishes a professionally printed program newsletter, *The Family Album,* which is sent to all donors quarterly.

10. Celebrate!

The "fiesta" is a gift from Hispanics to the world. Family Place celebrates every holiday of the year. Celebrations diminish loneliness, generate joy, and help participants share in the unity of Family Place. Each country's special holidays can be celebrated along with American holidays.

If I could add an eleventh commandment, it would be: Try it, you'll love it. All statistics indicate that Hispanics have, proportionately, a greater number of families with children than any other major group in this country. They need the contributions a family resource program can make, and I guarantee they will return a hundredfold what you give.

I recall the dialogue from the movie *El Norte* when a young Guatemalan immigrant looks at her brother and says, "We have no home. We cannot remain in our country because there we can be killed. We cannot remain in this country because we are hated and ridiculed. Maybe only in heaven will we finally find our home." My profoundest hope is that family resource programs can be heaven on earth for Hispanic families.

Joe Citro received a Master's degree in social work from Fordham University in 1976. For approximately twenty years, he has worked in the Black and Hispanic communities of New Jersey, Washington, DC, and New York. He has also been a lecturer at Catholic University in the graduate school of social work. In 1980, Joe became the first program director of the Family Place in Washington, DC, and remained in that position until 1986. He continues to serve as a member of the Board. During his tenure, Family Place was chosen one of the top twenty agencies in the capital area, received the Award for Outstanding Community Advocacy, and presented testimony to the House Select Committee on Children, Youth, and Families. Joe was also honored as one of the top ten Providers of Service to Washington's Hispanic community. Currently, Joe is employed by the Children's Aid Society as the Manhattan site supervisor of a court-based service program for troubled families.

Family Place is a member of the Family Resource Coalition.

Contact: Joe Citro, Children's Aid Society of New York, Room 1C-23, 60 Lafayette Street, New York, NY 10013.

Moving Beyond the Dream: FRC Tackles a National Agenda

by Linda Lipton

The Family Resource Coalition celebrated its fifth anniversary by hosting a dynamic national conference in September, 1986. The overwhelming positive response from those who attended reaffirmed: the need for focusing the nation on prevention services for families; the vitality of the family resource movement; and the importance of the Coalition's work. As one attendee stated, "The momentum of the family resource movement is definitively a force which will be felt throughout the country...and one which must be nourished and expanded in the months and years ahead."

To nourish and expand the family resource movement continues to be the major objective of the FRC. The Coalition has emerged in 1987 as an established national organization representing family resource programs in all fifty states and Canada. Members also include those interested in the development of these programs such as funders, policy makers, researchers, and individuals from a wide variety of health, education, and social service professions.

Only a dream several years ago, FRC is now able to undertake major initiatives that will help to strengthen family resource practitioners from coast to coast.

Stimulating Program Development

Expanding the number of family resource programs available to American families is a top priority for FRC. Projects are now underway to help spur the development of these local services.

1. Low Income Families Project. The Family Resource Coalition has recently received two-year funding from several private foundations to conduct a descriptive study of family resource programs serving low-income families. While many parents feel overwhelmed by their responsibilities, this situation is greatly exaggerated for families living in poverty. Children are deprived of basic physical needs and find themselves in a parent-child relationship that is under severe stress.

Family resource programs are attempting to ameliorate the negative effects poverty can have on the ability to parent. These programs serving low-income families generally fall into two categories: home-based programs providing one-to-one services through a home visitor, and center-based programs which tend to work with parents in groups. FRC's study is limited to the center- and group-based models that primarily serve adult parents, as scant information about their design and operation is currently available. With the increasing recognition of the needs of homeless and incarcerated parents, information on these programs will also be included.

FRC's initial hypotheses are that the programs successfully attracting low-income families: 1) have developed parent education techniques specific to this audience; 2) provide opportunities for informal social and peer support; 3) offer services in addition to parent education; and 4) are culturally compatible with the groups they serve.

The descriptive study will place particular emphasis on how these concepts are translated into program design and service delivery. A concluding chapter of the study will summarize these findings, describing how the programs are the same and how they differ, examining why similarities and differences occur, and discussing issues of program replication and evaluation.

2. Providing Professional Training. The concept of parent education has changed dramatically over the past decade. Based on the growing body of knowledge generated by research in child development, new theories of parent education and methods of service delivery have been developed.

Specific formal academic training and credentials are not yet available. In addition, family resource programs are relatively new and are staffed by people from many different disciplines, including social work, early childhood education, home economics, and a variety of medical fields.

A survey conducted by FRC revealed that many professionals are looking for assistance in order to design and implement parent education programs and parent support groups. The requests for information on training opportunities received by the Coalition on a regular basis confirm this finding.

This past July, the FRC offered its first Summer Training Institute at DePaul University in Chicago. Registration was limited to 100, and not all those who wanted to attend could be accommodated. Therefore, it is our hope to plan regional training experiences around the country on a regular basis.

Educating Many Publics about the Family Resource Movement

FRC sees its responsibility as being a key information center for a wide variety of audiences. Conferences, clearinghouse expansion, and literature dissemination will be primary vehicles for FRC in meeting the thousands of information requests it now receives annually.

1. FRC Second National Conference, October, 1988. In a new and developing field such as the family resource movement, opportunities to meet with colleagues, share problems and successes, and strategize for the future are imperative. In addition to stimulating interest among those new to the field, well-planned and highly publicized conferences are instrumental in promoting extensive media coverage and fueling public debate on the needs of parents and children.

FRC is committed to organizing a national conference for those in the family resource movement on a biannual basis, with our next event now planned for October, 1988 (see opposite page for details).

2. National Database Expansion and Refinement. The Family Resource Coalition maintains the only national clearinghouse of information on family resource programs. This database serves three major functions: it is the source for the FRC's national parent referral service; it provides a body of data for research; and it enables the Coalition to link programs and provide technical assistance.

During 1987 and 1988, FRC is conducting a systematic outreach campaign to locate additional prevention programs working with families. Hospitals, Army bases, libraries, public schools, mental health centers, and hundreds of other location types are being contacted to determine whether they provide family resource services. By conducting this broad nationwide search, FRC expects to increase information sharing among programs, assist program designers, and ultimately facilitate optimum services for parents and children.

3. Disseminating and Updating FRC Literature Resources. During its first five years, FRC developed a core library of written and audiovisual materials describing the work of family resource programs. Continued dissemination and periodic revision of these items is a key part of the Coalition's current agenda:

- A 15-minute video illustrating the diversity of American families and the ways family resource programs meet their needs for support and information.
- *The Family Resource Program Builder: Blueprints for Designing and Operating Programs for Parents.*
- *Building Strong Foundations: Evaluation Strategies for Family Resource Programs.*
- *Working with Teen Parents: A Survey of Promising Approaches.*
- *The FRC Report,* a 20-page periodical, offering practical and theoretical information on families and family resource programs.
- *Programs to Strengthen Families: A Resource Guide* (published in cooperation with the Family Support Project of the Yale Bush Center in Child Development and Social Policy in 1983), containing specific program profiles (now under revision).

In the coming months and years, FRC will be adding to and refining an agenda that is national in scope and aimed at strengthening families across the country. Having shaped a totally new organization from the dreams of its founders, FRC will now take the lead in making prevention services a reality for American families.

Linda Lipton, J.D., has been an advocate on child and family policy issues for 13 years. She was FRC's founding Executive Director, serving from 1982 until August, 1987. Ms. Lipton has been a staff attorney for the Children's Defense Fund, specializing in education law and institutional treatment issues; Director of the Better Government Association's Illinois Child Advocacy Project, concerning day care, foster care, and public school policies; a lecturer at Northwestern University School of Law; and a consultant and public speaker for numerous government and nonprofit groups across the country. Following her recent move to Atlanta, she has initiated a national consulting practice on family policy and nonprofit management and planning issues.

Contact: Lipton & Associates, 384 The Falls Court, Atlanta, GA 30307, 404/378-2687.

Conference

Call for Papers

The Family Resource Coalition enthusiastically announces its second annual conference, October 6-9, 1988, in Chicago, at the Palmer House. The focus of this special event is on building a national agenda for families. We anticipate another very exciting and powerful opportunity to network, refine skills, plan actions, share ideas, and generally build impetus for the goals of the family resource movement.

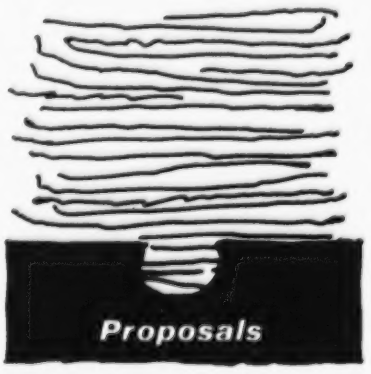
In the next few months, the Conference Planning Committee will be making initial decisions for the program — balancing content, designing format, recruiting keynote speakers, and organizing various elements of the meeting.

Proposals

At this time, we want to encourage submission of proposals for workshops and panels from members and supporters who would like to share information and experiences during the conference. Categories for presentation will include:

- ***Family Resource Program Models***
  Specific program descriptions that contain information on services provided, populations served, sources of funding, settings, program auspices and affiliations, unique delivery systems and techniques.
- ***Practice, Theory, and Applied Research***
  Discussion of service design and delivery issues having practical application for practitioners. For example, strategies for building parental self-esteem, empowering parents, respecting ethnic variables, developing program components from specific research.

Within the above areas of concentration, we are soliciting presentations relating to one or more of the following population groups:



- Adolescent parents
- Extended families
- Adoptive and foster parents
- Fathers
- Families with adolescents
- Families with school-age children
- Incarcerated parents
- Single parents
- Working parents
- Low-income families
- Prenatal and perinatal parents
- Special needs families
- Step and blended families
- Others

- ***Program Operation and Management***
  Administrative processes such as fund-raising, program development, and public relations applicable to varied program models.
- ***Advocacy and Public Awareness***
  Reports on parent advocacy actions at local, state, and national levels, plus descriptions of effective techniques and processes for promoting public awareness of issues impacting today's families.
- ***Evaluation of Family Resource Programs***
  Discussion of methods, rationale, outcome, and issues related to current findings.

Requirements for Presentation Proposals

To be evaluated, all proposals must reach the Coalition by November 20, 1987. Each proposal must include: name of presenter(s), presenter(s)' title, work and home addresses, phone numbers, and appropriate presentation category. An attached abstract of 250 words or less should indicate what subject/material will be covered in a specific, concise manner. Proposals should be designed to fit a 90-minute time frame.

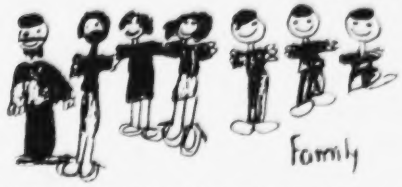
FRC will not combine presentations without permission of those submitting them; however, you may create your own groupings of presenters. Please note: presenters are responsible for their own registration fees and other expenses, and will need to provide their own audiovisual equipment (rentals are available from the hotel). Determinations on proposals will be made by February, 1988, and notifications by mail will follow.

Proposals should be mailed directly to: Conference Coordinator, Family Resource Coalition, 230 North Michigan Avenue, #1625, Chicago, IL 60601, 312/726-4750.

We want this gathering to reflect the compelling needs and broad-ranging interests of our members. Whether or not you submit a proposal, we invite and encourage your suggestions and recommendations.

About this issue

Alejandra Garrido, age 8



Editor's Note: Guest Editor Mario J. Aranda is an educator in the most exciting sense—supplying information, urging investigation, challenging assumptions. The FRC wishes to acknowledge, with great appreciation, his guidance in producing this special focus issue on Hispanic families.

As a noted expert in intercultural communications, Mario Aranda is a popular speaker and lecturer, and has been a consultant to the Ford Foundation and a variety of clients in the private sector including the Children's Television Network, the American Institute for Research, and Dick and Bert Advertising.

Mr. Aranda is the former Executive Director of the Latino Institute in Chicago, an organization exerting national influence on Hispanic research, advocacy, and training. He also served as the Illinois State Director of Bilingual Education. Named among the country's 100 most influential Hispanics by Hispanic Business Magazine, Mr. Aranda has often appeared in the media. He has hosted a weekly radio interview show on minority issues, and is actively involved in public life through Executive Committee membership with Chicago United, as a trustee of DePaul University, as Secretary to the Executive Committee of the Chicago World's Fair Authority, and the national board of the Mexican American Legal Defense and Education Fund (MALDEF). Mr. Aranda is a graduate of Brigham Young University and the University of Utah, and has taught at both Loyola University of Chicago and DePaul University.

Currently, Mr. Aranda is President of Aranda/Bechily, Inc., a communications group specializing in the Hispanic market.

Contact: Mario J. Aranda, Aranda/Bechily, Inc., 203 N. LaSalle Street, Suite 2500, Chicago, IL 60601.

■

The Illustrations: The drawings which appear in this issue offer a unique, child's eye perspective on Hispanic families. They were originally collected in a Father's Day Drawing Contest sponsored by WSNS-TV, Channel 44, a Spanish language television station serving the greater Chicago area. The entries, drawn by children age 3 through 12, were made available to the Coalition through the generosity of WSNS and its General Manager, José Lamas.

■

These national organizations can be contacted for further information and access to the broader Hispanic community.

Aspira of America, Inc.
1112 16th Street, N.W. — Suite 2900
Washington, D.C. 20036, 202/835-3600

Congressional Hispanic Caucus
House Annex 2 — Room 557
Washington, DC 20515, 202/226-3430

Consortium of National Hispanic Organizations
c/o COSSMHO
1030 15th Street, N.W. — Suite 1053
Washington, DC 20005, 202/371-2100

Cuban National Planning Council
300 S.W. 12th Avenue — 3rd Floor
Miami, FL 33130, 305/642-3484

Hispanic Policy Development Project
250 Park Avenue South — Room 5000A
New York, NY 10013, 212/529-9323

League of United Latin American Citizens
400 First Street, N.W. — Suite 721
Washington, DC 20001, 202/628-8516

National Council of La Raza
20 F Street, N.W. — 2nd Floor
Washington, DC 20001, 202/628-9600

National Puerto Rican Coalition, Inc.
1700 K Street, N.W. — Suite 500
Washington, DC 20006, 202/223-3915

Free copies of *A Guide to Hispanic Organizations*, published by Philip Morris in 1985, are available from the FRC. Send request and $1 postage.

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